

1865-66

ANNUAL REPORT

OF THE

School Committee

OF THE

TOWN OF CANTON,

For the Year ending April 2, 1866.



BOSTON:
PRINTED BY WILLIAM BENSE,
No. 8 Congress Square,
1866.

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ANNUAL REPORT

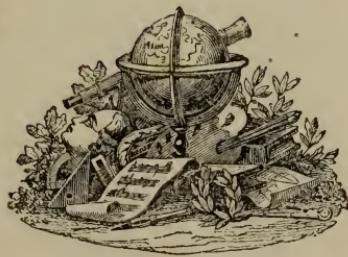
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THE school year for 1865-6 has finished, and it now becomes the duty of your Committee to write the history of this year.

It is not so easy a task, as it might seem, in the midst of the stirring events which have transpired in the political world during the past year, to portray vividly to your minds, what has been done and, what left undone, for those children over whose education we watch, and who are one day to fill our places in the battle of life,—uphold our institutions, and maintain the principles of free government; and that you may read with your own eyes and judge with your own judgment of the position of your Schools, so that seeing the defects of the past, they shall become as it were, prophetic warnings of the future, the School Committee of Canton beg leave to submit their annual

R E P O R T.

The Committee was organized by the choice of EZEKIEL CAPEN, Chairman, and GEORGE FREDERIC SUMNER, Secretary. Mr. Capen was elected to the office of Superintendent, and performed its duties until November, when he became incapable, on account of severe illness, of paying that faithful attention to the duties of the office, which had so long distinguished him, and which has contributed so much towards the advancement of the interests of the common schools in our town.

On the resignation of Mr. Capen the present incumbent was chosen by your committee to take charge of the schools during the remainder of the year. Possessing but a limited experience, and regarding the loss of your former superintendent as a public calamity, he entered upon his duties with trepidation.

It was an arduous undertaking to follow in the footsteps of one whose courteous deportment, Christian character, and accurate scholarship, together with his long experience in your schools had rendered his counsel and labors of inestimable value to you and yours. But resolving from the outset to disregard the insinuations of scandal and the malignities of slander, to listen to none but specific complaints, and redress no wrongs without becoming well assured after strict examination, that the grievances were real and not imaginary;—with this determination he entered upon his duties.

The first official act of your committee was the division of the money raised by the town for the support of the schools.

The whole amount of money raised by taxation

for the support of the schools was	-	-	-	\$4.500.00
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And received from the State,	-	-	-	185.48
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Total,	\$4.685.48
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In the disbursement of this money your committee have been governed by principles of equity to the districts, with the desire to secure the highest advantage of the schools, with as economical an expenditure as possible. If, notwithstanding all this, the expenses of our schools have been, and are, gradually increasing, we must remember that the number of the children committed to our charge is gradually becoming larger. This, added to the increased cost of living, has necessarily increased our expenditures.

The monthly and intermediate visits to the several schools, as they are made without warning, afford, in some respects, better opportunities for judging of the excellencies or defects of teachers' method of government and instruction, than the stated examinations; the superintendent is thereby enabled to see more clearly the way and manner in which the order is obtained and preserved. These visits also afford favorable opportunities for suggestion and counsel to the inexperienced teacher, and the detailed report will be based principally upon the *status* of the schools during term time.

DISTRICT No. I.

Prudential Committee, { GEORGE F. SUMNER,
D. T. V. HUNTOON.

Summer Term,—Teacher, MISS CHARLOTTE TUCKER. Length of school, 24 weeks, at \$7, \$168. Whole number of scholars, 71. Average attendance, 47. Number of scholars under five years of age, 4.

This school promised well at the opening, and its course through the summer fulfilled the expectations of your committee. Tried by a perfect standard, this school like all the others in the town, would be deficient;—judged by the ordinary standard, it would come out of the trial as good as the average. The teacher has been very successful, particularly as an instructor of young children. By her pleasing manner and uniform kindness, she gained their love and affection, and therefore had them entirely under her control.

Winter Term,—Teacher, THOMAS H. ARMSTRONG. Length of school, 13 weeks, at \$12, \$156. Whole number of scholars, 66. Average attendance, 47. Number of scholars over 15 years of age, 5. Whole amount paid for teaching, during the year, \$324.

Mr. Armstrong came to your committee well recommended, and I have no doubt that he did the best that he could for the good of the school. But he had no previous experience in teaching, and this is decidedly a hard school for a neophyte. The same remarks that were made by your Superintendent last year, I am sorry to say, will apply this year. The question of “who is to be Master”? came up again at the commencement of the winter term. A few of the larger boys have forgotten the purpose for which they are sent to school, and fondly imagine that in creating a disturbance they are benefiting themselves and at the same time injuring the teacher;—with this delusion they attend school, day after day, and week after week. Some of these boys perhaps will not have another opportunity to attend school as long as they live. Many of them will graduate from this school to the workshop. With what regret in after years will they look back upon opportunities unimproved, talents wasted, and time misspent. There must exist in every school, as an essential element of its success, the consciousness that there is an authority resident in the

the teacher, against which no insubordination can for a moment be tolerated. If the pupil will not understand this by its letter, let him learn it by its wholesome penalties.

The school was too noisy during the term, and the attention of the pupils was divided. On one occasion during an occasional visit to this school, the recitations reminded me of the story of the gentleman who attempted to quote the words of an illustrious poet, but unfortunately had forgotten the name of the poet, and was unable to recall what he said.

DISTRICT No. II.

Prudential Committee,—ELISHA HORTON, 2ND.

Summer Term,—Teacher, Miss E. N. GARDENER. Length of school, 21 4-5 weeks, at \$6, \$130.80. Whole number of scholars, 50. Average attendance, 34. Number of scholars under 5 years of age, 1, number of scholars over 15, 0.

This school during the summer did not answer our expectations. The teacher came to us well recommended by former employers, and we anticipated an excellent school. But there was a listlessness, and want of animation visible in the pupils, which is generally an index of like short-comings in the teacher. If teachers have no enthusiasm in the business in which they are engaged, they cannot impart enthusiasm to others. Children should be taught to place their minds as vigorously on their studies as they do on their amusements. Even to the closing examination this school did not seem to improve.

There are some, however, in this school, who should be particularly mentioned for the faithfulness with which they have attended to their studies, in spite of the disorder and restlessness which surrounded them. They would do well anywhere; but most of the pupils in this school are dependent upon circumstances. Let them remember that it is not altogether the teacher that makes the scholar, but that they have their own work to do. "There is no royal road to learning." The greater part of the work must be done, if done at all, by themselves.

We are aware that the teacher of this school thinks her efforts were crowned with success, and that she has received injustice at the hands of your committee,—possibly it might be so. Your committee fail to

see it. One thing, however, is certain, either the teacher did not know how to keep this school, or your committee do not know what a good school is.

The recitations in History, Grammar and Algebra were good.

Winter Term.—Teacher, MR. GEORGE L. HALSEY. Length of school, 14 weeks, at \$12. \$168. Whole number of scholars 46. Average attendance, 38.

This school appeared well during the winter term, and at the closing examination a great deal of interest was manifested, both by pupils and parents. The order was good. A commendable rivalry took place during the term, to see who should excel in the art of spelling correctly, and consequently at the examination the pupils acquitted themselves admirably in this respect.

DISTRICT No. III.

Prudential Committee. } E. S. BREWSTER,
 } JEREMIAH KOLLOCK.

FOURTH PRIMARY DEPARTMENT.

Summer Term.—Teacher, MISS SARAH A. EVERETT. Length of school 26 weeks, at \$5.50, \$143. Whole number of scholars, 102. Average attendance, 86.

In this school we have a large number of young children, who are just laying the foundation for an education, and it is very necessary that they should have a teacher who has the power of fixing their attention, and interesting them in their lessons. It should be particularly attended to that each word, letter, and syllable should have its correct sound; the habit of pronouncing with distinctness must be formed in these primary schools. The school appeared well during the summer.

During the fall term, this school was under the charge of Miss FANNY PITTS. Miss Pitts was without experience in teaching, but she seems to have taken hold of the work with avidity, and at the closing examination the school appeared well.

Miss ELDORA DRAKE, took charge of the school during the winter term. At the closing examination, this school appeared to good advantage. Want of distinctness, and a hurried manner in reading, were the only defects we would call attention to at this time.

THIRD PRIMARY DEPARTMENT.

Summer Term.—Teacher, Miss GEORGIANNA WILKINSON. Length of school, 26 weeks, at \$6, \$156. Whole number of scholars, 71. Average attendance, 53.

This school has done well during the year. Miss Wilkinson came to us well recommended, she was a graduate of the Normal School. She taught her pupils various matters of interest, and evinced an aptitude for teaching. On the resignation of Miss Thayer, she was promoted to the Second Primary, and Miss Everett was promoted from the third Primary to take charge of this school. We were much pleased with the manner in which this school was conducted during the remainder of the term. The parents took a deep interest in the school, and frequently visited it during the term.

Miss FANNY PITTS, took the school after Miss Everett's promotion, and everything continued favorable until the close of the term. The examination reflected credit on pupils and teacher.

SECOND PRIMARY DEPARTMENT.

Summer Term.—Teacher, Miss MARY JANE THAYER. Length of school, 26 weeks, at \$6, \$156.00. Whole number of scholars, 51. Average attendance, 46.

Miss Thayer took charge of the school at the beginning of the summer term, and the school was a decided success.

Miss Wilkinson who succeeded her, was very thorough in her teaching. It was the opinion of some of the parents, that she was too much so—they thought their children did not progress with as much rapidity as they should desire.

In their visits to the school, the committee failed to discover, that the children were at a stand still. What they had been over they were sure of, and it is far better to know one page thoroughly, so that the pupil can state it at all times with certainty, and without fear of contradiction, than to skim over the surface of a book, totally unable to make a decided statement in regard to any thing it contains. It is

better to know a little, and know that little *sure*, than to be a walking encyclopediæ with a *smattering* of every science. Miss Wilkinson paid particular attention to phonascetics and calisthenics.

Miss Wilkinson did not return at the beginning of the fall term, but sent a young lady to take her place, expecting to take the school in two weeks. This was a most unfortunate occurrence, the school had been under excellent discipline, and was progressing well, when the arrival of this young lady occurred. She had not the slightest faculty of government. The pupils became impudent and unruly, and the work of the former teacher, as regards discipline, was completely undone in two weeks. Miss Everett was then appointed teacher, and began the arduous task of bringing the school to its pristine state. During the winter term, the whole number of scholars, was 67. Average attendance, 59. The school did well under Miss Everett, and we are satisfied that it made fair progress during the term.

FIRST PRIMARY DEPARTMENT.

Summer Term.—Teacher, Miss CHARLOTTE ELIZABETH BENSE. Length of school, 26 weeks, at \$7, \$182. Whole number of scholars, 53. Average attendance, 43.

Winter Term.—Teacher, Miss Charlotte E. Bense. Length of school, 14 weeks, at \$7, \$98. Whole number of scholars, 57. Average attendance, 48. Number of scholars over fifteen years of age, 1. Whole amount paid for teaching in this department, \$280.

We have but little to say in regard to this school. Miss Bense has taught in this school so long, and has been so faithful to the trust committed to her charge, that your committee are perfectly satisfied with the condition of the school. They exceedingly regret that she is to retire from this school, after a faithful service of seven years.

INTERMEDIATE DEPARTMENT.

Summer Term.—Teacher, Miss HELEN J. PORTER. Length of school, 26 weeks, at \$7, \$182. Whole number of scholars, 49. Average attendance, 38.

Winter Term.—Teacher, Miss Helen J. Porter. Length of school, 14 weeks, at \$7, \$98. Whole number of scholars, 47. Average attendance, 43. Number of scholars over fifteen years of age, 1. Whole amount paid for teaching in this department, \$280.

This school, as well as the First Primary, has been fortunate in retaining the services of veteran teachers. The attendance in this school has averaged well. The classes in Arithmetic acquitted themselves remarkably well at examination. The teacher seems to have the love and respect of her pupils, and the school evinces thoroughness on the part of the teacher, and application on the part of the pupils.

We would call the attention of parents, who send children to this school, to our remarks on "irregular attendance" at the close of the Report.

GRAMMAR DEPARTMENT.

Summer Term.—Teachers, MR. FREDERIC ENDICOTT and MR. H. B. MINER. Length of school, 24 weeks. Whole number of scholars, 44. Average attendance, 34. Number of scholars over fifteen years of age, 5. Whole amount paid teachers, \$294.

Mr. Endicott continued his connection with this school during the summer, with the same success that had attended his teaching previously.

Winter Term.—Teacher, MR. H. B. MINER. Length of school, 13 weeks, at \$60 per month, \$195. Whole number of scholars, 49. Average attendance, 43. Number of scholars over fifteen years of age, 10.

Mr. Miner took this school at the beginning of the fall and labored from the outset to secure the cordial co-operation of the pupils and parents. In this he has succeeded admirably, as is shown by the increased number of visitations to the school during the year, and the fact that the parents have raised by subscription enough to increase the teacher's salary, from sixty dollars a month to seventy-five. This school has been taught in the most thorough manner, as was evident at the closing examination, which was conducted with rigor on the part of your committee and the teacher. The pupils in the Reading classes, were called up at any part of the book, and read distinctly and with effect. There are twenty-four pupils in this school, who ave not been absent at all during the term. This school ought to be a High School. There are many who attend this school who cannot pursue their studies farther, unless the standard of this school is raised, and who will consequently be obliged to go out of town.

DISTRICT No. IV.

Prudential Committee,—JESSE FENNO.

Summer Term.—Teacher, MISS ALICE A. SMITH. Length of school, 20 weeks, at \$6, \$118. Whole number of scholars, 25. Average attendance, 15. Number of scholars under five years of age, 0. Number over fifteen, 3.

Miss Martha A. Page took this school at the beginning of the summer term, but on account of ill health, was obliged to relinquish it after two weeks, Miss Smith then took the school. The order during the term was good. The teacher seemed to have obtained the love of the scholars, and the citizens seem to take an interest in the school. The examination in October passed off well, there were a large number of compositions which were well written, considering the age of the composers.

Winter Term.—Teacher, MR. JOHN W. HOBART. Length of school, 14 weeks, at \$10, \$140. Whole number of scholars, 23. Average attendance, 16. Number of scholars over fifteen, 4. Present at the closing examination, 8.

This school is very small, and the pupils are at such different stages in progression, that it is almost impossible to clearly show what it is doing. The winter school has gone on smoothly. The teacher is thorough in his manner of imparting instruction. The reading was of average quality, but wanting in animation. At the closing examination there were only eight pupils present.

DISTRICT No. V.

Prudential Committee.—FRANKLIN REED.

Summer Term.—Teacher, MISS LUCIA A. DRAKE. Length of school, 20 weeks, at \$6, \$120. Whole number of scholars, 47. Average attendance, 30. Number of scholars under five years of age, 0. Number of scholars over fifteen, 1.

This school during the summer, was mostly comprised of small children. The order of the school was good—writing appears to have been neglected. The teacher was mild in her government, but at the same time the pupils were made to respect authority. Perhaps

a little more enthusiasm on the part of the teacher would have infused into the scholars more animation.

Winter Term.—Teacher, Mr. SAMUEL TUCKER. Length of school 15 weeks, at \$12, \$180. Whole number of scholars, 42. Average attendance, 30. Number of scholars under five years of age, 0. Number of scholars over fifteen, 3. Whole amount paid for teaching in this District, \$300.

This is a mixed school, and labors under the disadvantage of having pupils of all ages. The general appearance of the school during the term was good—and although at the closing examination there was nothing brilliant in the exercises, yet there was ample proof of faithfulness on the part of the teacher, and application and perseverance on the part of the scholars.

The parents in this district do not co-operate with the teacher as much as we could wish. The attendance has been irregular, and at the closing examination there were present only twenty-seven.

DISTRICT No. VI.

Prudential Committee,—JOSEPH W. WATTLES.

PRIMARY DEPARTMENT.

Summer Term.—Teacher, Miss E. FLORENCE FAUNCE. Length of school, 24 weeks, at \$6, \$144. Whole number of scholars, 54. Average attendance, 42. Number of scholars under five years of age, 4.

Winter Term.—Teacher, Miss E. FLORENCE FAUNCE. Length of school, 14 weeks, at \$6, \$84. Whole amount paid for teaching in this department, \$228. Whole number of scholars, 50. Average attendance, 39.

It is hardly necessary to say that this school has sustained, during the year, its former reputation as that of a “Model School.” Were all the schools in town in as healthy a condition as this, your committee would be satisfied. Much benefit has accrued to the school by the continuance of the same teacher throughout the year.

GRAMMAR DEPARTMENT.

Summer Term.—Teachers, Mr. JAMES J. SAWIN, Mr. H. B. MINER, Mr. WILLIAM E. ENDICOTT. Length of school under these teachers, 23 weeks. Whole amount paid them, \$275.75.

Mr. Sawin took charge of this school at the beginning of the summer term, and continued for six weeks, at the expiration of which he was removed. There are many who apply for our schools who can bound every State, answer every question in arithmetic, solve every problem in algebra, demonstrate every theorem in geometry, or analyze every sentence in *Paradise Lost*, and yet no more fit to be teachers than the veriest ignoramus that ever sat upon a school bench. They want observation—want discrimination, judgment; want, in short, everything that goes to make up the true teacher.

What a teacher is in his general character, his principles, his personal habits, his tastes, his whole bearing and demeanor, has as much to do in shaping the future destinies of his pupils as his direct instruction.

Mr. Miner succeeded Mr. Sawin, and this school, like the others with which he has been connected, rapidly improved under his care. Mr. Endicott taught the fall term. He brought with him a large experience in teaching, and a vast fund of general information. He did not confine himself exclusively to books, but communicated much valuable knowledge in familiar conversations with his pupils. Mr. Groce took charge of the school at the beginning of the winter term. He had taught before, and although for the first week or two the teacher was rather too indulgent, quietness and order soon took the place of noise and confusion. The lessons were recited with accuracy and precision. But the crowning glory of this school under his management, was its improvement in reading. The teacher was an excellent reader, and drilled his pupils in this branch with thoroughness. Your committee were very much gratified in the progress that had been made during the term, and would take this occasion to offer a few suggestions to teachers on this subject. The stream of immigration brings to our shores a foreign population for the most part ill educated, or not educated at all. Some pretend to speak the English language; others do not; and some speak a vulgar, local dialect. The common pronunciation of the children in our schools is marked with gross imperfections. Words, syllables and letters are either not sounded at all, or are run together and slurred over in a very unfortunate manner. The prevailing intonations are bad. Now this evil must be remedied by the teachers in our common schools, in order to guard the rising generation against the degradation of our language. Now is the time, when the organs of speech are flexible and easily

moulded. It is just as easy to pronounce a word correctly as it is to pronounce it incorrectly. Whether your pupils recite, or read, or speak to you, make them fully and clearly utter what they say. I insist upon it. If they are to be made energetic men and women, make them stop their *mumbling*. If you only teach them to read one sentence, do not allow them to jump through it, but make them enunciate it with distinctness. The pupil should be taught to *understand* what he is reading about. Then there is no fear but that he will read with *intelligence*—not according to the words, but according to the life.

The elegant use of language is the surest indication of intellectual culture. It is folly to suppose that this is possessed only by a few. The accurate and skilful use of speech is always a laborious attainment. It is said of some men that they never waited for a word. Those are the men who take an immense amount of wrong ones:—

“Words are like leaves, and where they most abound,
Much fruit of sense beneath is rarely found.”

DISTRICT No. VII.

Prudential Committee,—JAMES S. SHEPARD.

PRIMARY DEPARTMENT.

Summer Term.—Teacher, Miss ABBIE F. ELLIS. Length of school, 22 weeks, at \$20 and \$22, \$116. Whole number of scholars, 40. Average attendance, 32. Number of scholars under five years of age, 1; over fifteen, 0.

Winter Term.—Teacher, Miss ABBIE F. ELLIS. Length of school, 15 weeks, at \$6, \$90. Whole number of scholars, 42. Average attendance, 34. Number of scholars under five years of age, 1. Whole amount paid for teaching in this department, \$277.

This school is comprised of very young children, but their minds seem to be alive to the necessity of learning as much as possible during the time they remain within school. The teacher has labored hard, and her efforts have not been without avail. The attendance was good, and would have been much better had sickness been less prevalent.

GRAMMAR DEPARTMENT.

Summer Term.—Teacher, Miss MARTHA S. HAYWARD. Length of school 23 weeks, at \$7, \$161. Whole number of scholars, 26. Average attendance, 21. Number of scholars over fifteen, 2.

Winter Term.—Teacher, Miss MARTHA S. HAYWARD. Length of school, 15 weeks, at \$7, \$85. Whole number of scholars, 28. Average attendance, 23. Number of scholars over fifteen years of age, 4. Whole amount paid for teaching in this department during the year, \$393.

This school continues under the efficient management of its former teacher. The school had the appearance, during the term, of being well cared for, and the examination was satisfactory. There was not attention enough paid to spelling.

GENERAL REMARKS.

One of the greatest impediments in the attainment of a perfect school, is the irregular attendance of the pupils; this is not the fault of the teacher, or of your Committee. If it were truant-playing alone that produced this want of attendance, it might be overcome in some manner. But it is the fault of the parent, who, when he ought to enforce attendance, often allows the child to follow his own inclination; or even detains him at home all day for the performance of some trifling duty which, with a little forethought, might have been done either before or after school. Let parents remember that the improvement of their children, the attainment of useful knowledge, is of far greater value than the indulgence of a love of amusement, or the slight assistance they can derive from their services in detaining them from school. They should remember that education is better than money, and that the price of wisdom is above rubies. Many a man wears out his life as a hewer of wood or drawer of water, who, had his parents sent him to school when a boy, might have attained to some post of usefulness and honor. Parents have, therefore, an important duty to perform in securing the attendance of their children. But it is not only to this individual child that the injustice is committed, but his schoolmates, seeing one of their number allowed, day after day, to remain away from school, spending his time in play, while they are

confined within the walls of the school-room, soon become restless and uneasy, and, to use an expression much in vogue at present, "demoralized." It has been the experience of your committee, and the united testimony of the teachers, that the grand obstacle in the way of advancing our schools is this irregular attendance. To what better place than the school-room can we send our children to acquire habits of punctuality, application and obedience? A child untutored to habits of punctuality, who is habitually late at school, will when a man be always missing his appointments. If he is not taught to apply himself to his books while at school, how can he be expected to apply himself to anything when he becomes a man? the restless satan within is ever spurring him on to deeds of mischief and wickedness. If he will not obey the laws of the school, what guarantee have we that he will not rebel against the laws of his country? "Just as the twig is bent the tree's inclined."

YOUNG CHILDREN.

In our Primary Schools there are quite a number of children under five years of age. We do not labor under the impression that these schools are created and sustained for *nurseries*, where children of a tender age can be kept from the streets, or to save care and trouble at home. Perhaps such schools are needed. If the necessity exists, let us establish them; but we protest against combining the two.

The committee are happy to notice a decided improvement in the attendance during the past year. The expedient has been adopted of publishing in the Annual Report the names of those who have not been absent during the fall term. Many whose names are on this roll of honor have not been absent during the year. In one of our schools the average attendance has been within three of the whole number attending. In another, in the winter term, it has increased eleven per cent. over and above the fall term. In some of our schools the attendance has been diminished by sickness, but on the whole the percentage of punctuality has increased over last year.

HIGH SCHOOL.

The subject of creating a High School has engaged the earnest attention of your committee. There are many disadvantages under which we labor in a town so sparsely settled as ours, in the formation of a High School. But it seems to your committee that the benefits

to be derived from such a school more than counterbalance the obstacles to be overcome. In Gen. Stat., chap. 38, sect. 2, we read as follows :

" Every town may, and every town containing five hundred families or householders *shall*, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. Such last mentioned school shall be kept for the benefit of all the inhabitants of the town ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine," &c.

For a number of years past many scholars have been out of town, or attending private schools in town, for the purpose of obtaining instruction in the very branches required by law to be taught in our own town. And there are many to-day in our Grammar Schools, and some even in our mixed schools, who are perfectly well qualified to pass the examination which would be required before gaining admission into such High School.

Could the pupils of our Grammar and mixed schools be classified, thereby bringing those of the same proficiency together, so that a large number may be instructed at the same time, a great advantage would be obtained. It requires no more time to hear a class of *ten*, or even *twenty*, recite a given lesson, than to hear one recite alone; and companionship has a salutary influence in study, which operates with peculiar force upon the minds and hearts of young children. Not only does it stimulate ambition among the pupils, but it makes the task much easier for the teacher. In our mixed schools it is almost impossible for the teacher to hear a pupil read more than once during the day, and in the winter the teacher takes the recess to hear the smallest children recite their a-b-c's. We hear much said at the present day about a "true division of labor." Why not apply the system to schools? Let each teacher be required to perform the *exact portion* of work *assigned*, without interfering with that of the other. The Primary, the Intermediate, the Grammar and the High School has each its appointed work, in its own proper sphere. But not only is it a saving of time and labor, but it is a saving of money also; and in these times, when money is such an important consideration, it behooves us to be as economical in its expenditure as possible, and obtain as an equivalent the greatest possible advantage. The less

advanced, who can as well be instructed by a female, are not carried forward to the more expensive instruction of the master until they are prepared to be correspondingly benefited thereby. Our public schools do not furnish all the instruction the community requires. To complete this work, some are sent abroad. Nearly every district in the town has its representative in schools out of town. The same knowledge can just as well be acquired here, and Canton can just as well be a seat of science as any of the neighboring towns. And it is a duty we owe to those who desire an education, but who are unable to go abroad to an "Academy," or an "Institute," that the means of acquiring the same should be placed within their reach.

In closing this Report, we feel it our duty to renew the recommendation of past years, viz: That the District system be speedily abolished. If you will not do this, the best interests of your schools demand that at least you should allow your School Committee to choose the teachers. While your committee possess a *veto* power, which is not to be used either by the President of the United States or a school committee, except under the strongest as well as clearest sense of duty, just so long the prosperity of your schools will be a matter of chance.

Finally, fellow-citizens, it is our especial privilege to live in an age of remarkable features and uncommon promises. A drama has closed during the past year which for splendid acts, and shifting, gorgeous scenes, has never been equalled on the world's stage. "Onward," is the watchword of the times, and it should be applied to the advancement of education as to other great national interests. While we manfully face the questions of Reconstruction and Suffrage, let us not forget that we also owe a duty to our children. It is not alone brilliant victories, extensive commerce, and an overflowing treasury that constitutes national glory. But it is the sentiments of the masses of society, their ruling passions, their personal habits and tastes—these are the foundations of public prosperity or public misfortune. Would you have our government a success,—the right party in power,—wise laws,—useful arts,—a prosperous industry and a happy community? Then see to it that you do not allow the cause of popular education to lag tardily behind. Teach your children that it is the energy, the enterprise, the patriotism, the virtues of our population, that will constitute our claim to regard in the future history of the world. Then we shall have the highest and noblest form of human society,—the

form in which every individual is an intelligent and self-governed man.

“ What constitutes a State ?
 Not high-raised battlement, or labored mound,
 Thick wall, or moated gate ;
 Not cities proud, with spires and turrets crowned ;
 Not bays and broad-armed ports,
 Where, laughing at the storm, rich navies ride ;
 Not starr’d and spangled courts,
 Where low-brow’d baseness wafts perfume to pride.

No !—*Men*, high-minded men,
 With powers as far above dull brutes endued,
 In forest, brake, or den,
 As beasts excel cold rocks and brambles rude ;
 Men, who their duties know,
 But know their rights, and knowing, dare maintain,
 Prevent the long-aimed blow,
 And crush the tyrant, while they rend the chain.”

FOR THE COMMITTEE,

D. T. V. HUNTOON, *Superintendent.*

NAMES OF THOSE PUPILS IN THE SCHOOLS WHO HAVE NOT BEEN
ABSENT FROM SCHOOL DURING THE WINTER TERM.

Maria Hook,
John Riley,
Charles Riley,
Charles Grimes,
William Loyd,
Margaret McGarhan,
Minnie Perry,
Mary Burns,
William Burns,
William Fox,
George Little,
John Scanning,
John Grimes,
Hannah O'Brien,
Alice Howes,
Katy Kennelly,
Elizabeth O'Riley,
Fanny A. Billings,
Elizabeth B. Shattuck,
Augusta T. Wiswall,
Oria J. Perry,
James Bent,
James Grimes,
Daniel Kelleher,
Julia Crowley,
Grace Howard,
Philip Flynn,
Charles P. Hartshorn,
James McGaughanharan,
Edward D. Endicott,
John Galligan,
John Collins,

Charles C. Keith,
Thomas C. Chapple,
Lucy A. Hall,
Cora H. Howes,
Helen A. Perry,
Marion Endicott,
Annie A. Bent,
Martha E. Wiswall,
Cora J. Snow,
Harriet E. Morton,
Sarah L. Kollock,
Ellen F. Prescott,
Mary E. French,
Bridget Curran,
Leila E. Perry,
J. Annie Bense,
Ella C. Deane,
Sarah J. Wood,
Augusta Williamson,
Lizzie V. White,
Horace M. Briggs,
Edward King,
Frank Whitmarsh,
Daniel Murphy,
Ida P. Brown,
Eleanor M. Belcher,
M. Ella Deane,
Mary J. Gant,
Augusta Farrington,
Lucy J. Blackmon,
Edgar Makepeace,
Benjamin Makepeace.

SCHOOL COMMITTEE.



1865-6.



<i>For One Year,</i>	{ JOS. W. WATTLES, FRANKLIN REED, WM. BLACKMAN.
<i>For Two Years,</i>	{ EZEKIEL CAPEN,— <i>Chairman.</i> J. MASON EVERETT, ISAAC HORTON,
<i>For Three Years,</i>	{ GEO. F. SUMNER,— <i>Secretary.</i> JESSE FENNO, D. T. V. HUNTOON— <i>Superintendent.</i>

LIST OF TEXT BOOKS

*Prescribed by the School Committee to be used in the Schools
of Canton.*

READERS.—New Testament, Hillard's Readers.

SPELLERS.—Swan's Spellers, and Worcester's Dictionary.

ENGLISH GRAMMAR.—Weld's, Tower's First Lessons, and Weld's Parsing Book.

ARITHMETIC.—Emerson's First Part, Colburn's Mental, and Greenleaf's Introduction and National.

GEOGRAPHY.—Cornell's Series, and Warren's Physical Geography.

PENMANSHIP.—Payson, Dutton & Scribner's.

HISTORY.—Parley's, Goodrich's United States, and Worcester's General History.

MATHEMATICS.—Greenleaf's Algebra, and Davies' Geometry.

PHYSIOLOGY.—Cutter's Physiology and Hygiene.

BOOK-KEEPING.—Hanaford and Payson's.

SINGING BOOKS.—Song Book of the School Room, and Golden Wreath.

The books are procured under the direction of the Committee and can be found at
CAPEN'S.

